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AUTHOR	Robinson, G. L.
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ABSTRACT

The need to broaden the perspective of foreign language study in order to make it available to the majority of secondary students and the place of foreign languages in the curriculum are discussed. This paper suggests that foreign language study be considered a social study. The evidence cited here supports such a conception of foreign language study as consistent with the overall aims of education in New South Wales; the overall syllabus aims of social studies/science, as well as the overall aims of foreign language curricula; and the needs of the community.

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SYNOPSIS

With the pressing concern caused by the decline of foreign language (FL) study in New South Wales, educators and administrators are seeking ways of implementing change. In a previous study concerning the decline, the present author concluded that effective change begins with an awareness of the narrow perspective in which FL study has been conceived and with the desire to make FL study available to the majority.
(See Robinson, 1973)

Given such an awareness and desire, several important questions arise:

i How can we broaden the perspective in order to make FL study available to the majority of secondary students?

ii In the new context, where does FL study belong in the curriculum?

This paper proposes that answers to these questions may be found by considering foreign language study as a social study. The evidence reveals that such a conception of FL study is consistent with:

i the overall aims of education in New South Wales.

ii the overall syllabus aims of social studies/science as well as the overall aims of foreign languages.

iii the needs of the community.

The evidence further reveals that while social studies and foreign languages share parallel overall aims as well as enrolment trends, they are in a juxtaposition with respect to the type of student enrolled in each and the academic status attached to each. Arbitrary decisions regarding who should study a particular subject and what the subject should entail have become synonymous with the intrinsic nature of the subject and the overall goals, resulting in questionable placement in the curriculum and arbitrary, if not unwise, assessed academic worthiness.

THE CONTEXT OF FOREIGN LANGUAGE STUDY

The purpose of the present paper is to bring forward evidence to provide a new context for foreign language study which will:

i make FL study available to the majority of secondary students by setting achievement goals which are sensitive to the needs and appropriate to the abilities of the average student.

ii fit FL study within the general social and educative framework of secondary education.

iii meet pressing needs of the community in regard to the lessening of prejudice, intolerance and hostility towards and among speakers from different ethnic and language groups by setting as the principal goal the lessening of ethnocentricity.

In presenting evidence this paper questions the low academic status presently found in Social Studies and Social Science and provides a case of an inter-disciplinary approach to secondary education which will enable the majority of secondary students to benefit from both the study of man (Social Science) and the unique language/cultural environments in which man develops (foreign language study) without imposing 'academic exclusion' (as in the present case of FL study) or jeopardizing matriculation (as in the present case of Social Science).

THE FRAMEWORK OF GENERAL EDUCATION IN NEW SOUTH WALES SECONDARY SCHOOLS

In determining the framework of general education, three basic questions must be answered:

i Who is to be educated?

ii Why is he to be educated?

iii What are the most important behavioural outcomes to be

achieved?

Who is to be educated?

The WYNDHAM REPORT answers the first question succintly:

> *"The most significant feature of this changing conception of secondary education has manifestly been the emergence of the view that secondary education is the education not of a select minority, whatever the basis of the selection, either social or intellectual, but of all adolescents, irrespective of their variety of interests, talents and prospects. This is the conception of secondary education implied in our terms of reference."*
> *(Wyndham Report, p. 68)*

It is clear then, that the goal of making foreign language study as well as Social Science appropriate and available to all secondary students is consistent with the general conception of secondary education.

At present, foreign language courses are intended to meet the standards which are claimed to be demanded by the university. This system would appear justifiable because a high percentage of foreign language students who enter in Form II continue to tertiary studies, (but not necessarily in languages). These standards have created a closed system which has become self-perpetuating : because the standards are inappropriate to the needs and abilities of the majority of students, they choose not to enrol in foreign language study, leaving such study to an élite minority, for whom the standards in turn appear appropriate. However, even the numbers of academically gifted students who elect foreign language study is declining markedly. (See Robinson, 1973.)

> *"[Standards demanded by the University] can not be met at the cost of endangering the provision of a sound general education for all adolescents."*
> *(Wyndham Report, p. 67)*

In the area of Social Studies (and now Social Science), a similar situation has arisen, but in reverse. Because the subject has not continued through to the H.S.C., it is of no consequence for matriculation. This lack of matriculation status has inhibited enrolment in Form II of those students who plan to continue to the H.S.C. Through generalization, the subject has been deemed unworthy of 'serious' study and delegated to a very low status in the curriculum. As a result, few students elect to enrol, and of those who do, a majority have low I.Q.'s, which in turn affects standards of achievement. Once again the subject is not really available to the majority of secondary students.

In order to fulfil the aim of providing an education for all adolescents, the status of foreign language study as well as Social Science needs reconsideration.

Why is the student to be educated?

This question is a complex one because of the complex needs of the individual and the society. However, several principal themes emerge, one of which is a social one:

> *"Since man is both an individual and a social being, one of the aims of education is to make young people, as they grow up, capable of living with and for their fellows . . ."*
> *(Wyndham Report, p. 58)*

> *"In promoting understanding - especially of the self and others - education seeks to provide relevant and enriching experiences which enhance the learner's perspectives of life . . ."*
> *(Aims of Secondary Education, p. 11)*

> *"If the individual is not to be isolated, he must be able, in some measure, to comprehend the thoughts and feelings of his fellows . . ."*
> *(Wyndham Report, p. 59)*

> *". . . Australia's role in the world continues to change. These changes . . . are creating needs for adequate means of communication, and for insights into and understanding of foreign cultures."*
> *(Aims of Secondary Education, p. 6)*

Within this context, the study of a foreign language with the principle aim of acquiring an understanding of the way other people think and feel, rather than of acquiring a language skill per se or the ability to analyse literary material, seems of the utmost importance. Of course, skill acquisition, literary analysis regarding the literature of a civilization, and socio-cultural understanding are not mutually exclusive. It is a question of emphasis (e.g. which are the means and which are the ends?) and the specification of specific behavioural outcomes.

What are the behavioural outcomes to be achieved?

This question leads to multiple answers. Behavioural outcomes may be classified as cognitive, affective and most importantly as an integration of both, as in the case of the development of values. Because an individual and a society operate on the basis of values, two of the principal outcomes of an educational

system in a democratic society are the development of critical thinking with respect to the formulation of values and the development of tolerance with respect to the values of others. These appear to be among the highest of educational objectives because their achievement involves the whole spectrum of cognitive and affective behaviours.

> "Uncertainty about the future, together with a growing pluralism in the value positions held in the community, also leads to the conclusions that adaptability and learning how to make value judgements and decisions are vital to education."
> (Aims of Secondary Education, p.13)

> "Forming attitudes and values and reaching decisions involve a range of feelings, and it is important for students to understand their own feelings and those of others. For example, as a contribution to developing understanding, issues associated with overcoming negative feelings such as apathy, disillusionment, melancholy and prejudiced rejection of others, and with promoting positive ones such as zest for living, confidence in learning and acceptance of people with different backgrounds, should be treated in the school context."
> (Aims of Secondary Education, p. 19)

OVERALL AIMS OF FOREIGN LANGUAGES AND SOCIAL STUDIES/SCIENCE

According to the general framework of education, a study of people of other cultures, the values they hold and their respective origins, the societies they have developed, and the language they use to express this unique composite called 'culture' would appear to be the most relevant conception of education in a foreign language and culture. Such a concention would logically need to be intimately linked with the area of the curriculum known as social studies or the social sciences.

The link of commonality between foreign languages and social studies has existed in official educational policy as long as have the Social Studies/ Social Science and foreign language syllabi, as shown in the following list of excerpts from these syllabi.

> "The aim is not only to increase understanding of home and world problems but also to bring about a realization of the interdependence of peoples, and through this, promote appreciation and tolerance of them and their problems."
> (Social Studies : Syllabus for Form I)

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"Australians should be encouraged to learn as much as possible about the culture of people settling in their country, as understanding of differences and similarities can only be of benefit to the whole community. . . ."
[illegible] Syllabus, [illegible], Forms [illegible]

[illegible]

". . . [illegible] the [illegible] should be able to [illegible] the world [illegible] in their own [illegible] understanding among people [illegible] a comprehensive explanation [illegible] objects [illegible] and ways, which can [illegible] through study of [illegible] language. [illegible] Spelling in German - Advanced and Ordinary Levels, Forms [illegible]

"The study of French [illegible] people and France's [illegible] to Western [illegible] Forms [illegible]

"This syllabus assumes [illegible] the scientific attitude [illegible] differing interests, the integrate and [illegible] with individual life, society, and response for different ways of life."
(Draft Syllabus in Social Science, Forms I - IV)

"The study of French literature and thought, which will help [illegible] the Australian student with his tendency towards insularity to form more broadly based attitudes and values and to make decisions which are personally and socially responsible . . ."
(Draft French Syllabus, Forms V - VI, 1973)

In all of the above excerpts, the central theme is the recognition and understanding of differences among people with the goal of developing tolerance for co-existence among differing members of the Australian community and of the world community. In order to realize this goal it must be translated into tangible performance achievements which are the object of serious teaching and evaluation. Foreign language study could provide a vehicle through which these

tangible socio-cultural objectives can be specified and realized.

Foreign language study interpreted within a social science context : some examples

It may be helpful to give a few specific examples of how FL study might be interpreted within a social science context.

In discussing a conceptual framework for the Form I introductory course on Man and Society, the Social Science Syllabus included several notions directly applicable to a foreign language and culture study:

(i) *"The physical and mental characteristics of man impel him to satisfy these needs by creating 'society' and 'culture' which consist of a network of institutions, processes, techniques, beliefs, relationships, social practices, systems and groups."* (Draft Syllabus in Social Science, Forms I - IV, p. 4)

Often these institutions, beliefs, and social practices are unique to a particular culture and can not be expressed through the signs of another culture; they must therefore be conceptualized within the language of the 'target' culture as expressed through linguistic and paralinguistic signs.

For example, a society's system of differentiating social relationships among people is directly expressed through the levels of speech used within the community. Institutions such as the Spanish 'tertulia' can best be comprehended by experiencing the 'tertulia' either directly, or indirectly e.g. through reading about events occurring in the context of a 'tertulia'. To translate the term as "a social gathering for conversation or entertainment; party"* is imprecise and omits the elements most essential to cross-cultural understanding, namely those things which are unique to the Spanish culture and which are not translatable.

(ii) *"The satisfaction of needs usually involves conflict over goods, resources and rewards which are generally less plentiful than the demand for them. As a result, most societies*

*APPLETON'S REVISED CUYAS DICTIONARY, New York : Appleton-Century-Crofts, 1965, p. 517.

are characterised by greater or lesser inequality in wealth, power, prestige and privileges. Conflict within society arises from these inequalities and also from the fact that the satisfaction of man's various needs requires different groups of people to carry out different tasks about which disagreements constantly arise. Because of disputes between nations, tribes, religions, social classes and city states, war has been a frequent feature of human history."
(op. cit. p. 4)

Within this context, the study of the French language and culture may lead to an understanding of the court of Louis the XIV, the French Revolution, the politics and popularity of De Gaulle, the French Nuclear Testing in the Pacific, and the Parisienne who disdains the non-French-speaking tourist. Through a conceptualization of laissez faire , liberté, egalité, fraternité, nationalité, and their importance in the evolution of French life, the Frenchman and his way of life become comprehensible.

Similarly, the study of German should not quietly avoid reference to Hitler's Germany. Rather, students should have an awareness of the various elements which together brought about Hitler's rise to power; the combination of economic, social and political factors set within the ideolgical framework of German civilization, the idealism, the desire for perfection, the nationalism and the austerity as expressed through the language itself, the writings of Nietsche and the music of Wagner. To label the situation an 'incomprehensible, freak atrocity' is to run the risk of a reoccurrence anywhere in the world. We need to conceptualize, analyse and understand the multiple and inter-connected causes, the human elements involved, and confront our own human weaknesses in order to prevent injustices in our own community.

Community need for social sensitivity and the lessening of ethnocentricity

Among the aims of the Social Science course is the development of 'Social Sensitivity' to the needs, viewpoints and behavioural patterns of others, which involves *"encouraging the student to value others as himself, and to have concern for the improvement of the quality of life of the individual and the group, to develop awareness and tolerance of beliefs and cultural patterns different from his own"*.

Hostility towards and among speakers of different languages in the school and the community due to the lack of social sensitivity, is becoming a frequent occurrence. In the State of New South Wales, with the increasing number of

people from different ethnic and language backgrounds, the need to develop this social sensitivity is particularly acute.

> *". . . The headmistress of an eastern suburbs high school says in suggestions on discipline to her staff : 'One of the most disturbing aspects of pupil behaviour in the school is the antagonism between the numerous ethnic groups. This has resulted in vicious namecalling and even violence. It is most important that the teacher take every opportunity to encourage the assimilation of all nationalities'."*
> *SYDNEY MORNING HERALD - Column 8, 4th February, 1974.*

Social sensitivity to different ethnic groups can be engendered through experiences which enable the student to identify directly with the values of others, by conceptualizing from another point of view, by experiencing the things that bring others dissatisfaction and fulfillment, and by experiencing the problems people from other cultures encounter in Australia. For example, the direct experience of trying to speak a foreign language would facilitate a student's understanding of the difficulties one might encounter in trying to convey a thought in a new language. Perhaps a migrant working in a milkbar, who was previously judged to be abrupt, would be recognised as having only an intonation problem. An Australian would have more tolerance and respect for foreigners he encounters if he intimately identified with problems of communication and realized they were not a reflection on the foreigner's intelligence; a bright student would encounter similar communication difficulties.

It is necessary to develop in the student an interest in and respect for other ways of life and a feeling of empathy with other people if there is to be peaceful co-existence and prosperity in the school and in the local, national, and international communities.

THE NATURE OF THE CORE CURRICULUM

General education versus specialization

> *"Our recommendation that the curriculum of secondary pupils should include a core of subjects common to all, is based on the conviction that there are certain fields of thought and experience of which no adolescent should be ignorant as a person or as a citizen, irrespective of his level of*

> *ability and of the situation in life in which he may later find himself."*
> *(Wyndham Report, p. 82)*
>
> *"While it is essential that secondary pupils should share a common background of thought and experience, there is ample evidence to justify the provision, at the same time, of a variety of experience in accordance with the emerging interests and aptitudes of youth. Second, the provision of electives enables the secondary school, while offering a general education within and without the classroom, to provide the means whereby the most able pupils may progress to the top of their bent in the fields of their special abilities . . .The third object of the provision of electives . . .is to make the opportunity for the achievement of a measure of real success in some aspect of school work on the part of those adolescents who tend, in other circumstances, to become submerged.*
> *(op. cit., p. 85)*

The above concepts make a clear distinction between providing a general education which is necessary, available, and appropriate to all students and oriented to the needs of the majority through the core, and a specialized education which provides opportunities to meet the specific needs, abilities and desires of the individual student through electives.

These distinctions made so clearly in the WYNDHAM REPORT and reaffirmed in the recent AIMS OF SECONDARY EDUCATION IN NEW SOUTH WALES have often been neglected. For example, we see in the core a predominance of mathematics and science which carry these subject areas beyond the general area and literal 'core' of these subjects into advanced and specialized realms which best fulfil the aims of the electives as stated above. Conversely, we see areas of study which are vitally important to general development entirely omitted from the core, such as the direct study of man in varied cultural environments (which ought to include foreign language study).

A reorganization of the core curriculum is necessary for the general education of all adolescents which makes provision for basic exposure to the varied areas of experience so that every student's aptitude and interest in a given realm of study may be determined 'empirically' rather than being determined 'a priori'. To this end the junior high school might run interdisciplinary programmes in a combination of subjects such as History and Social Science and foreign languages in preference to the linear progression over three or four years in individual subjects, as at present. Only after such 'empirical' determination of interests

and abilities can the principles of election quoted above be fulfilled. Anything less is to provide only an extension to the particular experience and tendencies the student brings to school from his home and socio-economic environment and to perpetuate a 'closed system of education' rather than providing a general education aimed at exposing the student to and involving the student in new and potentially enriching realms of experience.

The position of foreign languages in the curriculum

At present, foreign language study is classified under the communication electives in the curriculum. In the AIMS OF SECONDARY EDUCATION the following subject groupings are suggested:

> *"Communications - through Language and Languages, the Arts.*
>
> *Society and Culture - through the Social Sciences, Science and Technology, Arts and Crafts, Morality and Religion.*
>
> *The Natural Environment - through the Physical and Biological Sciences, and studies of Man's Interaction with the Natural Environment."*
> *(Aims of Secondary Education, p. 20)*

Again it is proposed that FL study remain in the communication grouping as an alternative elective to areas such as drama or remedial reading. It appears that the function of FL study for the majority of secondary students has again been misinterpreted. Implicit in its inclusion in this grouping is the erroneous conception of modern language study as an aid to English language deficiencies.

Foreign language study within the "Communications" grouping is certainly justifiable as is equally justifiable foreign language study within the "Society and Culture" grouping. However, the rationale for each is distinct and may be discussed in terms of goal orientation, *instrumental* versus *integrative*.

> *"The orientation is instrumental in form if the purposes of the language study reflect the more utilitarian value of linguistic achievement, such as getting ahead professionally. It is integrative if the student is oriented to learn more about the other cultural community as if he desired to become a potential member of the other group."*
> *(Lambert, 1961)*

Foreign language study as an elective : an instrumental orientation

As an instrument of direct communication the principle goals of FL study would, of course, be instrumental.

As such, the prime performance objectives would be the language skills themselves : listening, speaking, reading, writing. These objectives could be justified on several grounds.

i The nation needs people who are functionally bilingual i.e. can fluently communicate in two languages for the purposes of defence, international trade, and international relations.

ii The local community needs people who can communicate with migrant and foreign visitors for the purpose of conveying and obtaining information.

iii Australians will be able to use the language while travelling abroad.

The above are highly valid justifications for studying a foreign language and are necessary to the local and national community as well as for individual development. However, fulfillment of functions (i and ii) requires a high degree of specialization and presupposes a high degree of interest and motivation. (See Pimsleur, 1966.) The needs referred to in (ii) can be satisfied by a minority of the general population. Regarding (iii) the number of secondary students who will actually have the opportunity to use the language while travelling abroad also represents a minority of the general secondary student population.

Foreign language study instrumentally oriented is not justified in terms of the majority of secondary students in Australia and consequently should not be required of all students. However, it should be available for those who do wish to specialize and who are needed by the community to specialize.

Similarly, foreign language study under "The Arts" which emphasizes the development of literary skills, is also specialized and inapplicable to the

majority of secondary students. As stated in a previous paper, there is no evidence to support the greater effectiveness of developing the skills of literary analysis through foreign literature than through the literature of one's own language. Again, those who do wish to specialize in foreign literature should be able to do so. The intellectual value of comparative literary studies is indisputable.

As a part of the "Communication" and "Arts" grouping, the designation of foreign language study as an elective appears in accordance with the principles of election stated in the WYNDHAM REPORT, presupposing, of course, an empirical basis for election.

Foreign language study in the core : an integrative orientation

As part of the "Society and Culture" grouping the principle goal of foreign language study would be *integrative*. This goal would be the lessening of ethnocentricity and the development of tolerance regarding different ethnic groups and traditions. Foreign language study with an integrative orientation would emphasize the social goals stated in the syllabus excerpts and discussed earlier in this paper. As such foreign language study would well fit within the general framework of secondary education. By placing this kind of foreign language study within the core, all students would be exposed to a vital socio-cultural experience. Such an experience might well provide an empirical basis for election of more specialized foreign language and literature courses.

> *"The place and priority of languages need reassessment. There has been a tendency to consider foreign languages only as a prolonged, purely academic study for an élite, rather than as a lively experience in communication, of potential interest and value to any young person. Language studies have values in gaining perspectives on society and in enriching life."*
> *(Aims of Secondary Education, p. 23)*

The position of foreign language study as an elective in the communications grouping is insufficient to achieve the social goals stated above.

THE PRESENT SITUATION

Enrolment trends of Foreign Languages and Social Studies

Throughout this paper the parallel between Foreign Languages and Social Studies/Science has been stressed. Not only is this parallel apparent in terms of

syllabus aims and the functions they may ideally serve in relation to community needs, but also in terms of the percentage of students who enrol in these subjects. Both Social Studies and foreign language study share the smallest enrolments in academic subjects in Forms II - IV, and both enrolments are declining. (Tables 1 - 2, Appendix)

In terms of enrolment by level, by sex, and by I.Q., the parallel ends, and a curious juxtaposition becomes evident.

Social Studies and General Studies have the smallest percentages of students enrolling in Advanced Level and Level I, respectively. In contrast, French, German and Indonesian have the largest percentages of Advanced Level and Level I students in the secondary curriculum.
(Tables 4 - 5, Appendix)

There is a female majority among French, German and Indonesian students and a male majority among Social Studies students.
(Table 6, Appendix)

In terms of the type of student who enrols there is another contrast : the mean I.Q. of the Social Studies candidature at the S.C.E. in 1972, was 94, with a standard deviation of 11 points of I.Q. The mean I.Q. of the French, German and Indonesian candidatures was 116, with a standard deviation of 11 points.
(Tables 4 - 5, Appendix)

These contrasts in terms of the kind of students who elects foreign language study or social study, and the level at which he enrols seem curious when compared to the commonality of the respective syllabus aims and the rationale for their existence within the general framework of secondary education.

The need for greater flexibility

While implicit in the aims of general education as well as in the specific syllabus aims, the aforementioned commonality has not, however, been acknowledged in our policies and practices. This lack would partially account for the contrasting enrolments. In the present system of secondary education, there is a tendency towards compartmentalization often referred to as the 'faculty approach'.

> *"There is a need to overcome a number of common problems, such as that of subjects 'in water-tight compartments', dull repetition of current topics, unnecessary overlap in certain areas, significant omissions of study relevant to students, and inappropriate expectations of student performance.*
> *(Aims of Secondary Education, p. 26)*

Additionally, enrolment in Social Studies/Science has undoubtedly been affected by its termination in Form IV. The definition of 'academic worthiness' appears to be dominated by matriculation status. One might well question why Social Studies and General Studies have never been acceptable as matriculation subjects while specific courses in the social studies area such as History, Geography and Economics are acceptable. Social Studies, and now Social Science are not continued directly in the senior school at all, and the closest approximation, General Studies, is usually considered an 'extra', 'easy' subject of no 'serious' value. Some educators argue that achievement of goals indicated in these studies are difficult to measure. We must take care not to confuse difficulty of measurement with inability or unworthiness of teaching and learning.

> *"As matters such as skills, attitudes and methods of thinking underlying a subject have been given new prominence in subject after subject, the boundaries between subjects have become less definite than in the past . . .*
>
> *. . . a more flexible system in which inter-disciplinary studies, or sequences allowing movement from one of these disciplines to another , may be considered."*
> *(Aims of Secondary Education, p. 6 and p. 23)*

The status and priority of secondary school subjects based on their degree of correspondence to university disciplines must be changed in accordance with the aim of a general education for all adolescents and with modern educational theory, which is becoming more 'process' oriented.

WHERE DOES FOREIGN LANGUAGE STUDY BELONG IN THE CURRICULUM?

Summary

The principle question, in terms of education relevance is not *"Why do the similarities and differences between foreign language study and social study exist?"* but rather, *"Are we committed to the social aims stated in the Wyndham Report, the Aims Document, the Social Studies and Social Science syllabi, and*

the various foreign language syllabi?" If we answer affirmatively, then the logical conclusion is a joining of forces and resources between social science educators and foreign language educators. Foreign language study could benefit from the male student population and from a non-elitist candidature. Social Science could benefit from some of the elitist's academic and social prestige and from the female student population. Together they could make provision in the socio-cultural area for the majority of secondary students, including the entire range of ability levels. Asian Studies is already beginning to show such a trend.

By moving foreign language study in Forms II - IV from the 'language - arts' grouping into the 'society and culture' grouping, the rationale for the existence of foreign language study in the curriculum could be fulfilled. Within the core, as part of the social sciences grouping, competing along with History, Geography, the subject would be available to the majority of students, and the decline of enrolments could be halted.

Conclusion

Foreign language study is in a state of crisis. If the present trends continue, by 1984 foreign language study will have evolved out of the curriculum.

Social education is bypassed by the majority. Indifference towards the problems of others prevails. The educational machinery moves slowly.

How serious are we in stopping the decline of FL study? How committed are we to promoting intra-cultural and cross-cultural understanding?

> *"The theme selected for Education Week this year - "One World Through Education", - emphasises the role of education in creating international unity and understanding. Modern communications can eliminate the physical distance between nations, but the separation between them will remain without such factors as expanding education."*
> *(E. Willis, Minister for Education, June, 1973)*

APPENDIX

TABLE 1

Selected subject entries 1) in absolute numbers and 2) as a percentage of the total English entry at the SCE from 1968 - 1973 *

	1968		1969		1970		1971		1972		1973	
	No	%	No	%	No	%	No	%	No	%	No	%
ENGLISH	54,986	100	57,[illegible]	100	60,145	100	63,948	100	66,172	100	68,645	100
SOCIAL STUDIES	3,081	5.6	2,851	5.0	2,539	4.2	1,928	3.0	1,751	2.6	1,607	2.3
ASIAN STUDIES	75	.1	70	.1	923	.2	1,629	2.5	2,358	3.7	2,567	3.7
FRENCH	19,696	35.8	19,001	33.0	18,826	31.3	17,323	27.1	14,881	22.4	13,700	20.0
GERMAN	3,949	7.2	4,106	7.1	4,326	7.2	4,656	7.3	4,691	7.0	4,448	6.5
INDONESIAN									539	.8	711	1.0

* 1. Including both Government and non-Government Schools

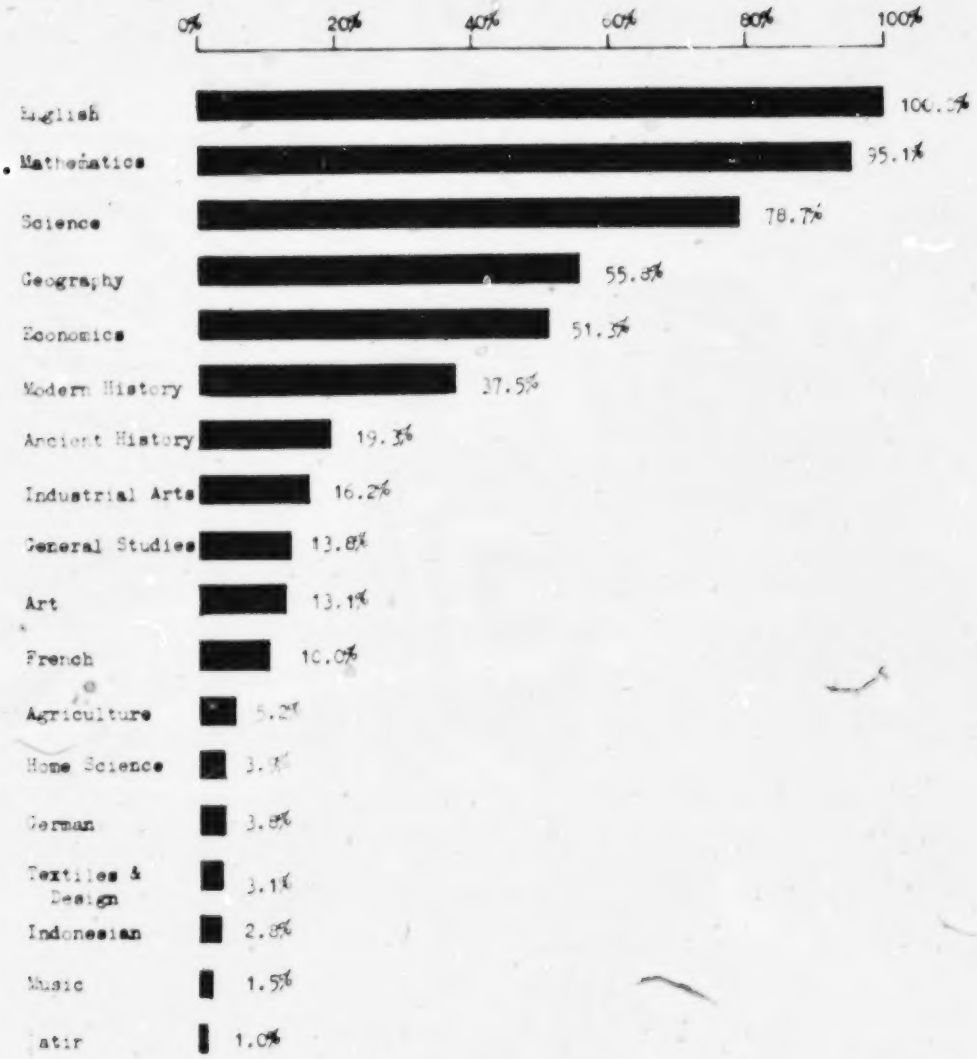
2. This table is based on data from entries as of November, with the exception of 1973; the latter figures represent entries as of September.

TABLE 2

[redacted]

TABLE 3

SUBJECT ENROLMENT IN FORMS 5 & 6 COMBINED*



* Tables 2 - 3 have been reprinted from The Distribution of Secondary School Studies, Research Report, J. F. Sampson, Directorate of Planning, New South Wales Department of Education, September, 1973, p. 3 and p. 5.

TABLE 4

Mean I.Q. of selected candidatures by level and the percentage of each candidature enrolling at each level for the S.C.E., 1972

This table is based on data from Government Schools only.

	ENGLISH	SOCIAL STUDIES	ASIAN STUDIES	FRENCH	GERMAN	INDONESIAN
ADVANCED						
Number	17,928	216	1,023	5,338	2,370	308
%	38.4	15.2	58.0	62.8	61.7	70.5
I.Q.	116	104	115	119	119	118
S.D.	9.7	10.5	10.5	9.9	10.5	9.5
ORDINARY						
Number	26,225	965	742	3,164	1,470	129
%	56.1	68.1	42.0	37.2	38.3	29.5
I.Q.	101	93	103	110	111	112
S.D.	10.1	9.3	10.7	10.2	10.5	9.4
MODIFIED						
Number	2,562	237				
%	5.5	16.7				
I.Q.	88	86				
S.D.	9.6	9.5				
TOTAL						
Number	46,715	1,418	1,765	8,502	3,840	437
%	100	100	100	100	100	100
I.Q.	106	94	110	115	116	116
S.D.	12.9	10.7	12.1	11.0	11.2	9.9

TABLE 5*

Mean I.Q. of selected candidatures by level and the percentage of each candidature enrolling at each level for the H.C., 1972 *

This table is based on data from Government schools only.

	ENGLISH	GEOGRAPHY	ECONOMICS	MODERN HISTORY	GENERAL STUDIES	FRENCH	GERMAN	INDONESIAN
LEVEL I								
Number	2,931	2,326	2,056	1,701	-	874	461	-
%	15.6	23.0	20.7	25.4		40.4	52.6	
I.Q.	123	118	119	120		123	123	
S.D.	8.3	9.2	9.5	9.7		9.4	10.3	
LEVEL II								
Number	11,184	6,970	6,800	4,377	-	1,116	375	555
%	59.4	69.0	68.5	65.2		51.6	42.8	89.0
I.Q.	116	113	113	114		118	119	118
S.D.	9.6	9.8	9.9	10.1		9.7	10.3	9.4
LEVEL III								
Number	4,699	809	1,075	631	11,415	173	41	69
%	25.0	8.0	10.8	9.4	100	8.0	4.7	11.0
I.Q.	109	107	107	107	115	112	115	111
S.D.	10.3	10.3	9.9	10.0	10.2	9.6	9.7	11.1
TOTAL								
Number	18,814	10,105	9,931	6,709	11,415	2,163	877	624
%	100	100	100	100	100	100	100	100
I.Q.	115	113	114	115	115	120	121	117
S.D.	10.6	10.2	10.4	10.6	10.2	10.1	10.5	9.9

* Data were surveyed from 1968 through 1972. The above 1972 figures are consistent with figures since 1968.

T A B L E 6

Comparison by sex and by I.Q. of selected subject entries at the SCE, 1972 ¶
This table is based on data from Government Schools only.

	MALE				FEMALE				TOTAL			
	Number	%	I.Q.	S.D.	Number	%	I.Q.	S.D.	Number	%	I.Q.	S.D.
ENGLISH	24,107	51.6	105	13.0	22,608	48.4	107	12.6	46,715	100	106	12.9
SOCIAL STUDIES	850	59.9	93	10.8	568	40.0	95	10.0	1,418	100	93	10.0
ASIAN STUDIES	716	40.6	111	12.1	1,049	59.4	110	11.9	1,765	100	110	12.1
GERMAN	1,648	42.9	116	11.1	2,192	57.0	115	11.3	3,840	100	115	11.2
FRENCH	2,693	31.7	117	11.1	5,809	68.3	115	10.9	8,502	100	115	11.0
INDONESIAN	153	35.0	114	11.0	284	65.0	117	9.1	437	100	116	9.9

¶ Entries are expressed as a percentage of the total subject enrolment.

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ERRATA: i) **For the word 'principle', substitute 'principal' on the following pages: p. 4, line 30; p. 12, line 2; p. 13, line 12; p. 15, line 37.**

ii) **For the word 'studentg', substitute 'student' on page 14, line 21.**

iii) **For the word 'as', substitute 'are' on page 16, line 21.**